

At which site do you teach? _____

| Perceived Comfort | | | | | | |
|--|------------------------|---|----------------------|---|------------------|----------------|
| How comfortable do you feel... | Not at all comfortable | | Somewhat comfortable | | Very comfortable | Not applicable |
| 1. working with the population you are teaching? | 1 | 2 | 3 | 4 | 5 | NA |
| 2. with the content of the curriculum you are teaching? | 1 | 2 | 3 | 4 | 5 | NA |
| 3. with the teaching strategies (e.g., lecture, small group discussions, skill building activities, etc.) you are using to deliver the curriculum? | 1 | 2 | 3 | 4 | 5 | NA |
| 4. creating a safe environment that allows participants to take part in the discussions? | 1 | 2 | 3 | 4 | 5 | NA |
| 5. addressing classroom management issues (e.g., disruptive behavior by participants)? | 1 | 2 | 3 | 4 | 5 | NA |
| 6. addressing controversial or sensitive topics that your participants may bring up? | 1 | 2 | 3 | 4 | 5 | NA |
| 7. providing one-on-one risk assessment/education? | 1 | 2 | 3 | 4 | 5 | NA |
| Perceived Preparedness | | | | | | |
| How prepared do you feel to... | Not at all prepared | | Somewhat prepared | | Very prepared | Not applicable |
| 8. work with the population you are teaching? | 1 | 2 | 3 | 4 | 5 | NA |
| 9. teach the content of the curriculum you are teaching? | 1 | 2 | 3 | 4 | 5 | NA |
| 10. use the teaching strategies (e.g., lecture, small group discussions, skill building activities, etc.) you are using to deliver the curriculum? | 1 | 2 | 3 | 4 | 5 | NA |
| 11. create a safe environment that allows participants to take part in the discussions? | 1 | 2 | 3 | 4 | 5 | NA |
| 12. address classroom management issues (e.g., disruptive behavior by participants)? | 1 | 2 | 3 | 4 | 5 | NA |
| 13. address controversial or sensitive topics that your participants may bring up? | 1 | 2 | 3 | 4 | 5 | NA |
| 14. providing one-on-one risk assessment/education? | 1 | 2 | 3 | 4 | 5 | NA |

| Perceived Adequacy of Training | | | | | | |
|--|---------------------|---|-------------------|---|--------------------|----------------|
| How adequate is the training you receive to... | Not at all adequate | | Somewhat adequate | | More than adequate | Not applicable |
| 15. work with the population you are teaching? | 1 | 2 | 3 | 4 | 5 | NA |
| 16. teach the content of the curriculum you are teaching? | 1 | 2 | 3 | 4 | 5 | NA |
| 17. use the teaching strategies (e.g., lecture, small group discussions, skill building activities, etc.) you are using to deliver the curriculum? | 1 | 2 | 3 | 4 | 5 | NA |
| 18. create a safe environment that allows participants to take part in the discussions? | 1 | 2 | 3 | 4 | 5 | NA |
| 19. address classroom management issues (e.g., disruptive behavior by participants)? | 1 | 2 | 3 | 4 | 5 | NA |
| 20. address controversial or sensitive topics that your participants may bring up? | 1 | 2 | 3 | 4 | 5 | NA |
| 21. provide one-on-one risk assessment/education? | 1 | 2 | 3 | 4 | 5 | NA |

Directions: For questions 22-27, please select a rating from 1-4 to rate your need for additional training. Select NA if a question does not apply to you. Your answers will help your agency plan for future training opportunities.

| Group Facilitation Skills: Training Needs | | | | | |
|--|------------------|---|---|----------------|----------------|
| I could benefit from training in the following skill area (s): | Very little need | | | Very high need | Not applicable |
| 22. Listening effectively (e.g., look at the person who is talking, do not interrupt, check for understanding/reflect back). | 1 | 2 | 3 | 4 | N/A |
| 23. Functioning effectively as a facilitator (e.g., creating a safe environment, establishing ground rules, connecting with participants). | 1 | 2 | 3 | 4 | N/A |
| 24. Managing large group discussions (e.g., asking open-ended questions, non-verbal techniques to encourage participation). | 1 | 2 | 3 | 4 | N/A |
| 25. Managing small group activities (e.g. role plays, paired activities). | 1 | 2 | 3 | 4 | N/A |
| 26. Classroom management (e.g., keeping participants engaged, handling disruptions). | 1 | 2 | 3 | 4 | N/A |
| 27. Recognizing and handling sensitive issues and questions (e.g., disclosures issues). | 1 | 2 | 3 | 4 | N/A |

29. Please identify one or two ways that additional support could enhance your delivery of this curriculum with this population/in this setting (e.g., more frequent program staff meetings in which health educators can share their experiences, solutions to problems, etc. with one another).